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| **COMPONENT #1: Needs, Goals, Objectives** |
| **Title of your Group Program: Job Readiness Skills**   1. **Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement (Rationale/Need).**   McLester and McIntire (2006) report on the current complaints by employers regarding their young employees. These complaints confirm what surveys have conveyed: “lack of professionalism; punctuality, courtesy, and manners are among the qualities many employers see has having fallen through the cracks.” Kleim and Strauser (2000) state that, “research has suggested that in order for individuals to maintain employment they need to function well interpersonally and emotionally, follow supervision and work directions, display achievement motivation, demonstrate accountability, become conditioned to the time schedule of work, be able to identify the difference between work and play, and develop the ability to delay gratification.” Along with the studies, a survey was issued to 11th and 12th grade students to assess their job readiness skills. The Work Readiness Inventory (Durham Local Area Individual Service Strategy Portfolio, 2012) was used to measure the students’ skill level. There are 78 questions in the inventory. The students would be referred to the group if they checked 26 or more “need to work on” responses. Out of 36 students at Compass Honors High School, 20 fell into the 26 or more “need to work on” responses category.  Therefore, the group will consist of 6 upper classmen (11th and 12th grade), male and female, who are lacking the applied skills needed to be successful in the work environment. The top 6 students with the worst scores will be priority into the group for the first 9 weeks then the next 6 will be assigned to the next group, etc. The psychoeducational closed group will meet once a week for 9 weeks (1st Quarter) at the beginning of the school year. The next 9 weeks (2nd Quarter) will consist of the students working in an apprenticeship to practice the skills they learned in the group. The next 6 participants will begin their group during the 2nd Quarter and apprentice during the 3rd Quarter. The 3rd Quarter participants will apprentice during the 4th Quarter. There will be no group during the 4th Quarter. The students will meet from 8:00-8:45 am on Wednesday during study hall 1st period in Mr. Lechner’s resource room.   1. **Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**   Students will understand the importance of job readiness skills and be aware of their strengths and weaknesses in regards to their skills.   1. **Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).**   #1 After discussion, students will understand what makes one successful in the work environment (job readiness skills).  #2 After journaling about their interview, students will understand the importance of having the skill set for the future (language).   1. **Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).**   #1 After completing the skills survey, students will gain self-awareness by identifying their personal job skills.  #2 Students will identify four skills that they have used in the past and will rate the level of proficiency of the selected skills (math).   1. **Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.**   It is important to have a data-driven, needs-based program because the professional school counselor needs to make sure that he/she is addressing the needs of the students to aid in improving the academic, career, and/or personal/social development. The programs should be relevant for the needs, population, and development stage. For example, at Compass Honors High School, a group addressing job readiness skills falls in line with the school’s emphasis on continuing education. One of the goals of the school is to “develop students who are competent, confident, productive, and responsible young leaders who possess the academic achievement, habits, skills, and attitudes to succeed in high school and be offered a post-secondary education and satisfying employment (CHHS, 2012).” |
| **COMPONENT #2: Research-Supported and Standards-Based Content** |
| 1. **Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling. Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**   **Title of Session #1:** Essential Skills for Success  **Brief Summary of Session:** Discussion of the skills needed to be successful in the workforce. Students will discuss the different types of skills. Students will also discuss the importance of having these skills.  **Theoretical Orientation:** Solution-focused therapy because the focus should be on how to acquire the skills needed and not on why the skills are lacking. Gaining job readiness skills should be a “future-focused” and “goal-oriented” task.  **Specific Group Technique:** focusing on “instances of success,” motivation, questioning and exception questions, miracle questions, scaling  **Structure:** There are -6 upper classroom (11th and 12th grade) students, male and female, who will participate in the 9 week psychoeducational group.  The group will meet once a week during 1st period on Wednesday during study hall from 8:00-8:45 am (leaving time for review and debrief). We will  meet in Mr. Lechner’s room.  **Materials/ Media:** dry erase board, dry erase marker  **Core ASCA Standard(s):** *ASCA National Standards-Career Development:* Standard C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations. Standard C:A2.7. Develop a positive attitude toward work and learning. Standard C:A2.8. Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.  **Core State Academic Standard(s):** *Idaho State Standard-Career Development Domain:* Standard 03. Demonstrate skill for locating, maintaining, and advancing in a job. a. Demonstrate how attitudes and behaviors influence potential employers. b. Describe the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.  **Objectives:** 1)Students will discuss what makes one successful in the work environment (job readiness skills). 2) Students will discuss the importance of having the skill set for the future.  **Assessments:** Assessment will be taken by the students’ journal work.  **Procedures/Instructional Strategy:** 1) Reminder of confidentiality 2) Discuss skills that make someone successful (Think about a successful person. What makes them successful?) 3) Have students select the skills that will help them to be successful in a job 4) Add my list of job readiness skills 5) Discuss why it is important to have these skills (other than to be successful) 6) Discuss what skills students feel are more important  **Homework/Ownwork:** Students will interview a person who they feel are successful in their job about the skills that they use and journal what they learned.   1. **Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling. Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**   **Title of Session #2:** Strengths and Weaknesses  **Brief Summary of Session:** Students will take the knowledge of job readiness skills and apply them to themselves. What are the students’ strengths? Weaknesses? What skills do they use a lot? What skills do they not use and should practice using?  **Theoretical Orientation:** Solution-focused therapy because the focus should be on how to acquire the skills needed and not on why the skills are lacking. Gaining job readiness skills should be a “future-focused” and “goal-oriented” task.  **Specific Group Technique:** focusing on “instances of success,” motivation, questioning and exception questions, miracle questions, scaling  **Structure:** There are 5-6 upper classroom (11th and 12th grade) students, male and female, who will participate in the 9 week psychoeducational group.The group will meet once a week during 1st period on Wednesday during study hall from 8:00-8:45 am (leaving time for review and debrief). We will meet in Mr. Lechner’s room.  **Materials/ Media:** 6 copies of skills survey (modified from the STEP Model “Self-Discovery”, Arizona State University Career Center, 2007), pens or pencils and highlighters  **Core ASCA Standard(s):** *ASCA National Standards-Career Development:* Standard C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations. Standard C:A1.5. Learn to make decisions. Standard C:A2.8. Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.  **Core State Academic Standard(s):** *Idaho State Standard-Career Development Domain:* Standard 03. Demonstrate skill for locating, maintaining, and advancing in a job. a. Demonstrate how attitudes and behaviors influence potential employers. b. Describe the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace  **Objectives**: 1) After completing the skills survey, students will gain self-awareness by identifying their personal job skills. 2) Students will identify four skills that they have used in the past and will rate the level of proficiency of the selected skills (math).  **Assessments:** Assessment will be made based on how well students are able to select skills and prioritize them in level of proficiency. They will also be assessed on their journaling of the two skills they chose to work on for homework that will be reported in the next group.  **Procedures/Instructional Strategy:** 1) Reminder of confidentiality 2) Review the past session’s discussion regarding what skills make a successful employer 3) Students highlight the skills that they use out of the list 4) Students prioritize the top 4 skills circled into levels of proficiency 5) Discuss with group (Who would like to share their top 4 skills?) 6) Debrief and instruct students on homework  Questions to ask: What is your top skill that you will be able to take with you to a job? Can you share a time when you successfully used that skill? Someday when you have gained those skills, what kind of worker will you be?  **Homework/Ownwork:** Students will select two skills that they haven’t used or don’t use often and purposely find an opportunity to practice those skills. Students will journal their experiences. |
| **COMPONENT #3: Ethical, Legal, Mulitcultural** |
| 1. **Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**   When working with minors, the professional school counselor needs to understand that the students in the group are minors therefore the parents have the rights. However, the students have confidentiality rights. It is important to stay true to the confidentiality limitations and to use consent forms. The expectation of confidentiality should also apply to the counselor. The group facilitator should not disclose information that has been shared in the group with individuals outside of the school environment and only with those within the school environment that need to know.   1. **Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).** 2. **Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.**   Within the group the professional school counselor should be prepared for addressing all types of cultural, social, and religious issues. They should promote tolerance and acceptance of others’ beliefs and perspectives. They should be aware of how they portray messages to the group members and to be neutral contributors to those topics. Members should feel empathy and acceptance from the facilitator to aid in their group work as opposed to hindering their group work. Members should feel safe to address these issues in their lives because the facilitator has laid down an environment of trust and safety. One way they can do this is through using a leadership skill of protecting.   1. **Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.**   The professional school counselor should consider culturally sensitive issues when creating the program and when screening for the program. The type of group should also be considered in context of the community and school environment as well. He/she should be prepared for potential issues and conflicts that might arise within the population of the group. The counselor should also have awareness of their own biases and stereotypes that might affect their ability to be an effective counselor. They need to know which topics they can work with and which topics they should not pursue leading. It would be unethical to pursue a topic that he/she does not feel they can handle as a group facilitator. |
| **COMPONENT #4: Program Evaluation** |
| 1. **Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**   On a Likert scale (0-5):   * 1. I know what skills make a successful person in the workplace. (Objective #1, Idaho Standard 3.b)   2. I know the importance of having a set of skills for the workplace. (Objective #2, Standard C:A2.8 , Language)  1. **Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**   On a Likert scale (0-5):   * 1. I know what skills I have that I can use to be successful at a job. (Objective #1, Standard C:A1:3)   2. I know what skills I am lacking and need to be successful at a job. (Objective #2, Standard C: A1.5, Math)  1. **Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling.**   It is important to have program evaluation because the information and data gained provides two main purposes for the professional school counselor. First, the data is a way for the program to have accountability and support. The school counselor can give reason for why he/she has a specific group. There is proof in the information gathered that shows that the counseling available is meeting needs of the students and is meeting the standards and expectations. Erford (2010) states that program evaluation is a “professional and ethical responsibility that ensures that the services provided to group members are of high quality and effective in meeting intended needs (p. 295).” Secondly, the data collected (or other types of evidence) verifies the effectiveness of the professional school counselor’s work. It is a way to show the administration, co-workers, and other stakeholders the importance of the school counselor’s work and what he/she brings to the school community.   1. **References (list format at the close of section #4 in Livetext). Include APA formatted references.**   American School Counselor Association. (2004). ASCA National Standards for Students. Alexandria, VA: Author.  Arizona State University Career Center. (2007). STEPS to successful career planning: The STEPS Model of self-discovery. Retrieved from http://career.asu.edu/S/careerplan/selfdiscovery/SkillsAssessment.htm  Bracey, G.W. (December, 2006). Students do not need high-level skills in today’s job market. Education Digest, 72(4), 24-28.  Burwell, R., & Chen, C.P. (2006). Applying the principles and techniques of solution-focused therapy to career counseling. Counselling Psychology Quarterly, 19(2), 189-203.  Compass Honors High School. (2012). About. Retrieved from https://sites.google.com/a/compasscharter.org/compasshonorshigh/about  Corey, G. (2012). Theory and Practice of Group Counseling (8th ed.). Cengage.  Durham Local Area Individual Service Strategy Portfolio. (2012). My Personal Strengths and Skills Growth Inventory. Retrieved from http://www.durhamnc.gov/departments/eed/pdf/b10.pdf  Erford, B.T. (2010). Group Work in the Schools. Pearson  Idaho Division of Professional-Technical Education. (2009). Idaho School Counseling Model: A Framework for Comprehensive Programs. Boise, ID: Author.  Kleim, J., & Strauser, D.R. (2000). Job readiness, self-efficacy and work personality: A comparison of trainee and instructor perceptions. Journal of Vocational Rehabilitation, 14(1), 13-21.  Lambie, G.W. (2004). Motivational enhancement therapy: A tool for professional school counselors working with adolescents. Professional School Counseling, 7(4), 268-276.  McLester, S., & McIntire, T. (November, 2006). The workforcereadiness crisis. Technology and Learning, 27(4), 22-29. |